

# SOCIAL IMPACT ASSESSMENT

ST ANTHONY OF PADUA CATHOLIC  
SCHOOL AUSTRAL



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SA7340  
FINAL  
PREPARED FOR SYDNEY CATHOLIC SCHOOLS



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# EXECUTIVE SUMMARY

Urbis Pty Ltd (Urbis) was engaged by Sydney Catholic Schools to undertake a Social Impact Assessment (SIA) in relation to the development application for a state significant development (SSD DA) to expand St Anthony of Padua Catholic School, Austral (the school expansion).

This SIA has been undertaken in response to the Secretary's Environmental Assessment Requirements (SEARs) issued for the SSD DA to consider the social consequences of the expansion of the school.

## ASSESSING SOCIAL IMPACT

An SIA is a specialist study undertaken to identify and analyse potential positive and negative social impacts associated with a development school expansion.

The significance of a potential social impact is assessed by comparing the consequence of the impact (minimal – extreme) against the likelihood (rare – very likely) of the impact occurring. Potential management measures are also identified to mitigate or enhance the impact.

## SUMMARY OF SOCIAL IMPACTS

A summary of the potential impacts associated with the school expansion are outlined below.

### Traffic and parking

The construction methodology, process and staging has not been defined, however it is anticipated that majority of construction parking and compounds will be provided on site. Therefore, traffic and parking impacts during construction are very likely to have a minor negative impact on users of the local road and pedestrian network. These impacts will be temporary and can be reduced through the implementation of a Construction Management Plan (CMP).

Traffic and parking impacts during operation are likely to have a minor positive impact on users of the local road network, based on the expected road upgrades and intersection treatments to be undertaken, as identified in the Transport and Accessibility Impact Statement.

### Access to education

The school expansion is very likely to have a major positive impact on the local community by helping to meet the demand for additional school places in the local area driven by the future development and associated population growth.

Existing schools may be impacted negatively in the short-term through increased competition. However, this is likely to improve as the local population grows. The short-term negative impact could also be mitigated through the provision of improved public transport or a school bus service to improve access to St Anthony of Padua Catholic School and Austral Public School.

### Access to social infrastructure

The provision of shared facilities is very likely to have a major positive impact on both school users and the local community. The positive impact will be long term and will provide the community with greater access to social infrastructure than is presently available.

Potential safety concerns relating to the operation of shared facilities can be mitigated through the preparation and implementation of an Operational Management Plan for all shared facilities on site.

### Noise and vibration

The construction schedule and process for the school expansion has not been finalised and has not been assessed as part of the Noise and Vibration Assessment. However, it is reasonable to assume that school expansion is likely to generate a minor negative impact during construction for the local community and for the on-site education environment. These noise and vibration impacts are expected to be temporary and can be mitigated through the implementation of a Construction and Vibration Management Plan.

A small noise exceedance associated with outdoor playgrounds has been identified but is considered unlikely to have negative impact. The potential noise impact from the operation of the school should be

monitored and assessed further, once final selection of mechanical plant and other materials has been completed.

## **Employment**

The expansion of the school will provide employment for approximately 200 supporting staff and as well as employment during construction. Overall the school expansion is likely to generate moderate positive impacts by providing greater access to employment and procurement opportunities for the local community.

## **Contamination**

Overall the remediation of the site for the school expansion will have a long-term positive impact for the school and broader community by removing contaminants of potential concern from the site. Impacts of the remediation process such as additional heavy vehicle movements and noise can be managed through the management measures outlined in the Remediation Action Plan.

## **CONCLUSION**

Overall it is considered the school expansion is very likely to have a long-term positive social impact, subject to the implementation of the identified mitigation measures. The school expansion will provide additional education places, employment opportunities, remediation of the site and improved social infrastructure for the local community.

# 1. INTRODUCTION

Urbis Pty Ltd (Urbis) was engaged by Sydney Catholic Schools to undertake a Social Impact Assessment (SIA) in relation to the development application for a state significant development (SSD DA) to expand St Anthony of Padua Catholic School, Austral (the school expansion).

The school is located at 125 – 165 Tenth Avenue and 140 – 170 Eleventh Avenue, and currently accommodates 105 Kindergarten to Year 1 students with existing, approved works currently underway to accommodate a total of 300 students. The SSD DA proposes to further expand the school in a staged expansion process to cater for over 2,500 preschool to Year 12 students.

## 1.1. LEGISLATIVE REQUIREMENT

A request was made to the Minister for Secretary's Environment Assessment Requirements (SEARs), under clause 3, Schedule 2 of the Environmental Planning and Assessment Regulation 2000. The SEARs were issued on 19 December 2017.

This SIA has been undertaken to fulfil the requirements within the SEARs for an *“assessment of the social consequences of the school's relative location and decanting activities if proposed”*. No decanting activities to alternative school locations are proposed as part of the SSD DA proposal.

## 1.2. ASSESSING SOCIAL IMPACT

An SIA is a specialist study undertaken to identify and analyse potential positive and negative social impacts associated with a development. It involves a detailed and independent study to identify and assess social impacts and provide management measures to enhance or mitigate potential impacts.

The social impacts of a proposed development may involve changes to people's:

- Health and wellbeing;
- Economic livelihood;
- Safety and security;
- Community and belonging;
- Environment and surrounds; and
- Social equity.<sup>1</sup>

The extent to which potential social impacts and benefits will occur as a result of the school expansion is assessed by comparing the consequence of the impact against the likelihood of the impact occurring.

## 1.3. METHODOLOGY

The following key steps and tasks were undertaken as part of this SIA:

Table 1 – Methodology

Stage	Details
Stage 1: Scoping	<ul style="list-style-type: none"><li>• Review of relevant policy documents to assess key implications at a local and State level.</li><li>• Site visit and review of surrounding context.</li><li>• Review of the development concept plans.</li></ul>

<sup>1</sup> Adapted from the International Association for Impact Assessment (IAIA).

Stage	Details
Stage 2: Profiling	<ul style="list-style-type: none"> <li>• Review of demographic characteristics and population projections for the study area.</li> <li>• Review of crime data from the NSW Bureau of Crime Statistics and Research.</li> <li>• Mapping of neighbouring land uses.</li> </ul>
Stage 3: Consultation	<ul style="list-style-type: none"> <li>• Stakeholder interviews with Liverpool City Council and two local service providers.</li> </ul>
Stage 4: Social Impact Assessment	<ul style="list-style-type: none"> <li>• Review of community consultation outcomes.</li> <li>• Review of technical studies to inform the SIA.</li> <li>• An assessment of potential impacts and benefits, their significance and appropriate mitigation measures.</li> <li>• Recommendations to enhance positive impacts and mitigate negative impacts and monitor ongoing impacts.</li> </ul>



## 2. SITE CONTEXT

The school is located at 125 – 165 Tenth Avenue and 140 – 170 Eleventh Avenue Austral (the site), within the Liverpool local government area (LGA). The site is comprised of nine lots:

- Lot 810 DP2475
- Lot 811 DP2475
- Lot 812 DP2475
- Lot 839 DP2475
- Lot 840 DP2475
- Lot 841 DP2475
- Lot 842 DP2475
- Lot 1 DP1232692
- Lot 2 DP1232692

The site has an area of approximately 10.9 hectares, with frontages to Eleventh Avenue, Tenth Avenue and Fourth Avenue. The site is located in the South West Growth Area (SWGA) and is positioned within the Austral and Leppington North Precinct.

The SWGA is a recognised greenfield land release area and is expected to experience strong population growth over the next 10 years<sup>2</sup>. Austral is currently undergoing transition from semi-rural to low-medium density residential, with the Austral and Leppington North Precinct expected to accommodate an additional 17,350 new homes.

Figure 1 – Aerial image of site.



<sup>2</sup> Western City District Plan 2018, Greater Sydney Commission

## 2.1. SURROUNDING LAND USES

The site is characterised as a predominately semi-rural locality and is surrounded by low density residential development. Opposite the site is Craik Park, a local sporting field with tennis courts, is located immediately north of the site and is the main sporting facility within the immediate locality.

A small neighbourhood centre is located to the east of the site on Edmondson Avenue, including a post office, grocery store and community services centre, as well as Austral Public Primary School.

Western Sydney Parklands, a regional level open space facility, is located 1.5 kilometres east of the site.

Figure 2 maps the existing social infrastructure within 400m and 2km of the site.

## 2.2. TRANSPORT

Access to the site is predominately via vehicle from Eleventh Avenue. The SSD DA proposes to create additional vehicle access to the site via Fourth Avenue and Tenth Avenue. The Westlink M7 is the major arterial road servicing the broader local area, and is located approximately 7km from the site.

### 2.2.1. Public transport

Direct public transport links to the site are limited. The site is within walking distance of public bus stops along Edmondson Avenue which are serviced by the 855 bus route, providing connectivity to Carnes Hill and Liverpool CBD. Leppington Train Station, which connects to Parramatta and Sydney CBD, is located approximately 7km from the site.

There are currently no direct pedestrian or cycle routes to the site. The limited public infrastructure in the area is a reflection of the suburb's current low density population and semi-rural character. It is anticipated public transport infrastructure will be further developed throughout the wider area as the populations within the SWGA increase.

## 2.3. EXISTING DEVELOPMENT

The school currently accommodates 105 Kindergarten and Year 1 students. The following facilities are located on site as part of the school's operation:

- A single storey classroom and administration building;
- Demountable classroom;
- Outdoor playground;
- At-grade carpark comprising 37 car parking spaces.

The school has an existing, approved development application (DA 465/2016) for the expansion of up to 300 students, with works currently underway to construct a new classroom building. The western portion of the site is vacant with grass paddocks and scattered vegetation. While there are existing one and two-storey dwellings located within the site, these will be demolished as the school develops.



Figure 2 – Surrounding land uses.



Source: Urbis GIS



## 3. THE PROPOSAL

### 3.1. BACKGROUND

Over the next 20 years, the Liverpool LGA is expected to experience significant population growth which will create a demand for social infrastructure, particularly for education infrastructure. An additional 77,978 students are expected to be accommodated across non-government and government schools within the Western City District by 2036. Liverpool LGA is expected to accommodate 21,072 students, the second highest student growth in the district<sup>3</sup>.

Consultation with Sydney Catholic Schools (SCS) indicates enrolment in SCS schools have generally increased since 2007, with continued growth since 2015. SCS have advised that the majority of their schools within the Liverpool LGA are at, or nearing, capacity.

The initial development and proposed expansion of St Anthony of Padua Catholic School has been delivered in response to the growing need for education infrastructure across the Liverpool LGA. The development of the school as a community campus is in line with the directions by NSW Department of Education and Liverpool City Council (Council) to encourage shared use and joint use partnerships, enabling community access to school facilities outside of normal school operating hours.

### 3.2. PROPOSED DEVELOPMENT

The school expansion will accommodate approximately 2,500 preschool to Year 12 students and approximately 200 staff.

The SSD DA seeks consent for the following:

- Concept approval is sought for entire subject site, including land uses, setting of the school boundary, general site layout, access points, building envelopes, and the resolution of site and environmental issues.
- Development consent is sought for the following works:
  - Demolition of existing dwelling houses and classroom demountable
  - Remediation of specific areas of the site
  - Removal of 556 trees
  - Construction of multiple school buildings of up to three stories, comprising:
    - Education classrooms up to Year 12 students surrounding the Forum area
    - Hall building with 250 seat capacity and an indoor pool in the north west corner of the site
    - Administration building and offices
    - Café and hospitality area
    - Resource and wellness hub including a library space
  - Provision of open space and landscaping including:
    - Piazza area in the north of site
    - Full sized grass soccer field, six basketball courts, and two tennis courts
    - Market garden
    - Native bushland preservation areas
    - Hard and soft landscaping across the site

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<sup>3</sup> Greater Sydney Commission, The Western City District Plan 2018

- Construction of on-site car parks, set-down and pick-up area and associated vehicular access points from Tenth Avenue, Eleventh Avenue and Fourth Avenue
- On-site stormwater, infrastructure and services

The existing buildings approved under the previous local DA in the north east corner of the site are to be retained and used for long day child care centre with 125 places and a kindergarten.

Future detailed proposals will be submitted for the place of public worship building, the building for a trade training centre, the refurbishment of an existing building for a future child care centre in the south-east of site, and a future building (use undetermined) located in the south of the site.

### **3.3. ACCESS**

The school expansion will incorporate the following access arrangements:

- Vehicular access and car parking accessed from Eleventh Avenue (existing).
- Vehicular access, car parking and service driveways accessed from Fourth Avenue.
- Vehicular access and major car park accessed from Tenth Avenue.
- An internal road is proposed to run down the entire eastern boundary of the site (from Eleventh Avenue to Tenth Avenue) to be used for pick-up and drop offs.

The site plan for the proposed new school building is located at the intersection of Eleventh Avenue and Tenth Avenue. The plan shows a large outdoor sports field with soccer, basketball, and tennis courts, a playground, and several parking areas. The school buildings are arranged around the central area, including the Indoor Recreational Centre (1 level), Hall (2 levels), Admin + Staff (3 levels), Resource + Wellness (3 levels), Hall + After School Care (1 level), Performing Arts Science Year 11 (4 levels), The Forum, Year 9 (above), Year 7/8 (2 levels), Engineering Performing Arts Visual Arts Year 10 (4 levels), Year 2/4 (2 levels), Year 1/2 (2 levels), Year 5/6 (1 level), and Child Care Centre (3 levels). The plan is bounded by Fourth Avenue to the west, Eleventh Avenue to the north, and Tenth Avenue to the south. It includes annotations for existing trees to be retained, proposed landscaping, and various setbacks and easements.

## 8 THE PROPOSAL

## 4. POLICY CONTEXT

Key state and local government policies were reviewed to understand the strategic context of school expansion including:

- Western City District Plan 2018.
- NSW Department of Education Strategic Plan 2018-2022.
- NSW Strategic Plan for Children and Young People 2016-2019.
- School Assets Strategic Plan Summary 2017.
- Liverpool City Council Our Home Liverpool 2027: Draft Community Strategic Plan 2017.
- Liverpool City Council Disability Inclusion Action Plan 2017.
- Liverpool City Council Recreation, Open Space and Sports Strategy 2017.

The following table outlines the key policy findings. A detailed policy summary is contained in **Appendix A**.

Table 2 – Policy review key themes

Policy themes	Relevance to school expansion
Population growth	<ul style="list-style-type: none"> <li>• The Western City District Plan forecasts an additional 77,978 students will need to be accommodated in both government and non-government schools in the district by 2036.</li> <li>• Liverpool LGA is anticipated to experience the second highest growth of students within the Western City District, with an additional 21,072 students expected in the LGA by 2036.</li> <li>• By 2031, the population of Liverpool LGA is expected to increase by 50% and will accommodate one of the largest youth populations (12-24 years) in Sydney.</li> </ul>
Access to education	<ul style="list-style-type: none"> <li>• Investment in schools and education infrastructure is required now to meet the demands of population growth across Western Sydney.</li> <li>• NSW Department of Education anticipates an additional 215 new schools in NSW will be required by 2031 based on expected student numbers, with the majority of students concentrated in growth areas.</li> <li>• Education facilities play an important role in the community as places which facilitate employment, learning and access to social infrastructure services.</li> <li>• Education facilities should support the needs of culturally and socially diverse groups, as well as to enhance learning and employment opportunities for people with a disability.</li> </ul>
Partnerships and shared use	<ul style="list-style-type: none"> <li>• The Western City District Plan states innovative approaches to the delivery of education infrastructure are required including greater sharing of spaces and facilities,</li> </ul>

Policy themes	Relevance to school expansion
	<p>encouraging joint-use partnership and flexible learning spaces.</p> <ul style="list-style-type: none"> <li>• The Council aims to encourage local schools to share resources and open fields to the public, outside of school operating hours.</li> <li>• The Council is committed to building partnerships with state agencies, non-government agencies, business and community groups to deliver open space and recreation facilities.</li> </ul>
Multipurpose facilities	<ul style="list-style-type: none"> <li>• Facilities and infrastructure can be adapted for a range of uses, enabling a wide range of activities and ensuring maximum use.</li> <li>• New open space and recreational facilities in Liverpool LGA should be multipurpose to encourage shared use and encourage optimisation of space.</li> </ul>
Open space and recreation	<ul style="list-style-type: none"> <li>• Austral and other urban release areas in Liverpool LGA are expected to accommodate significant population growth and currently have a lack of sporting infrastructure to support the demands of the new population.</li> <li>• The Liverpool City Council Recreation, Open Space and Sports Strategy aims to plan and deliver seven new district (servicing multiple suburbs) and local (servicing immediate residents) sporting facilities in Austral.</li> </ul>



## 5. COMMUNITY PROFILE

To understand the social context of the school expansion a community profile has been developed for the study area (approximately 3km radius around the site) based on 2016 ABS Census data. For comparison purposes, the study area has been compared to Liverpool LGA and the Greater Sydney Statistical Area (Greater Sydney). A complete demographic table is contained in **Appendix B**.

### 5.1. EXISTING POPULATION

#### 5.1.1. Age

- The study area is characterised by a relatively older population, with a higher average age (41 years) compared to Liverpool LGA (34 years). Over a fifth (22.0%) of the population within the study area are aged 65 years and over, compared to only 10.2% of Liverpool LGA and 13.9% of Greater Sydney.
- School aged children (0-19 years) make up a considerable proportion of the study area population, representing just under a quarter (24.1%) of the population. By comparison, Liverpool LGA is considerably more child dominated with a third (30%) of its population aged 0-19 years.

#### 5.1.2. Cultural diversity

- Cultural diversity is limited in the study area, with the majority of people born in Australia (70.0%) and only speaking English at home (61.1%).
- This is in contrast to Liverpool LGA, which has a highly diverse population. Less than half (44.5%) of the Liverpool LGA population speak only English at home and only 55.8% of the population were born in Australia.

#### 5.1.3. Education and employment

- The study area is currently characterised by a mix of blue and white collar workers, with technicians and trade workers (18.5%), managers (16.6%) and clerical and administrative workers (14.8%) representing the top three occupation types.
- The dominance of trade-based occupations in the study area is likely reflected in the lower rates of Year 12 attainment (36.8%) and people undertaking tertiary education (3.4%). By comparison, over two thirds of Liverpool LGA (60%) and Greater Sydney (67.5%) have attained a Year 12 qualification.
- Unemployment in the study area (4.7%) is lower than the Liverpool LGA (7%) and Greater Sydney (6%).

#### 5.1.4. Income

- The study area is relatively economically disadvantaged, with a lower weekly household income (\$1,682) compared to Liverpool LGA (\$1,807) and Greater Sydney (\$1,750).

#### 5.1.5. Family composition and household structure

- The study area is broadly characterised as a family area, with the majority of the population living in family households (75.2%). Of these households, couples with children (48.9%) are most common followed by couples with no children (22.7%).
- However, the study area has lower rates of family households and couples with children compared to Liverpool LGA (82.5% and 56.9% respectively) which is consistent with the older profile of the study area.
- There are significantly higher rates of lone person households in the study area (23.7%) compared to Liverpool LGA (15.8%), which also reflects the older population of the study area.

#### 5.1.6. Dwelling type

- The overwhelming majority of dwellings in the study area are separate houses (98.4%) which is significantly higher compared to Liverpool LGA (75.8%) and Greater Sydney (56.9%). The dominance of separate houses is reflective of the current semi-rural character of the study area.

### 5.1.7. Socio-Economic Indexes for Areas

The Socio-Economic Indexes for Areas (SEIFA) has been developed by the Australian Bureau of Statistics (ABS) to provide an overview of social and economic wellbeing and welfare of communities across a range of spatial scales. Four indices have been developed:

- Index of Relative Socio-Economic Disadvantage: focuses primarily on disadvantage, and is derived from Census variables like low income, low educational attainment, unemployment, and dwellings without motor vehicles.
- Index of Relative Socio-Economic Advantage and Disadvantage: is a continuum of advantage (high values) to disadvantage (low values), and is derived from Census variables related to both advantage and disadvantage.
- Index of Economic Resources: focuses on financial aspects of advantage and disadvantage, using Census variables relating to residents' incomes, housing expenditure and assets.
- Index of Education and Occupation: includes census variables relating to the educational attainment, employment and vocational skills.

**Scores:** A lower score indicates that an area is relatively disadvantaged compared to an area with a higher score. The area with the lowest score is given a decile of 1, the area with the second lowest score is given a decile of 2 and so on, up to the area with the highest score is given the highest decile.

Table 3 – SEIFA Index, 2016

	Disadvantage		Advantage and Disadvantage		Economic resources		Education and occupation	
	Score	Decile	Score	Decile	Score	Decile	Score	Decile
Liverpool LGA	952	4	972	6	1008	8	953	5
Austral (suburb)	960	3	964	4	1019	5	921	2

SEIFA results indicate that the suburb of Austral is moderately to severely disadvantaged in all indices, particularly in the area of education and occupation. This is likely driven by the suburb's lower levels of Year 12 attainment and prevalence of trade based occupations and lower income.

Liverpool LGA is moderately advantaged across all categories and is within the top 20% of NSW LGA's for economic resources. This may be attributed to Liverpool LGA's higher average household income compared to the broader Greater Sydney region.

## 5.2. POPULATION PROJECTIONS

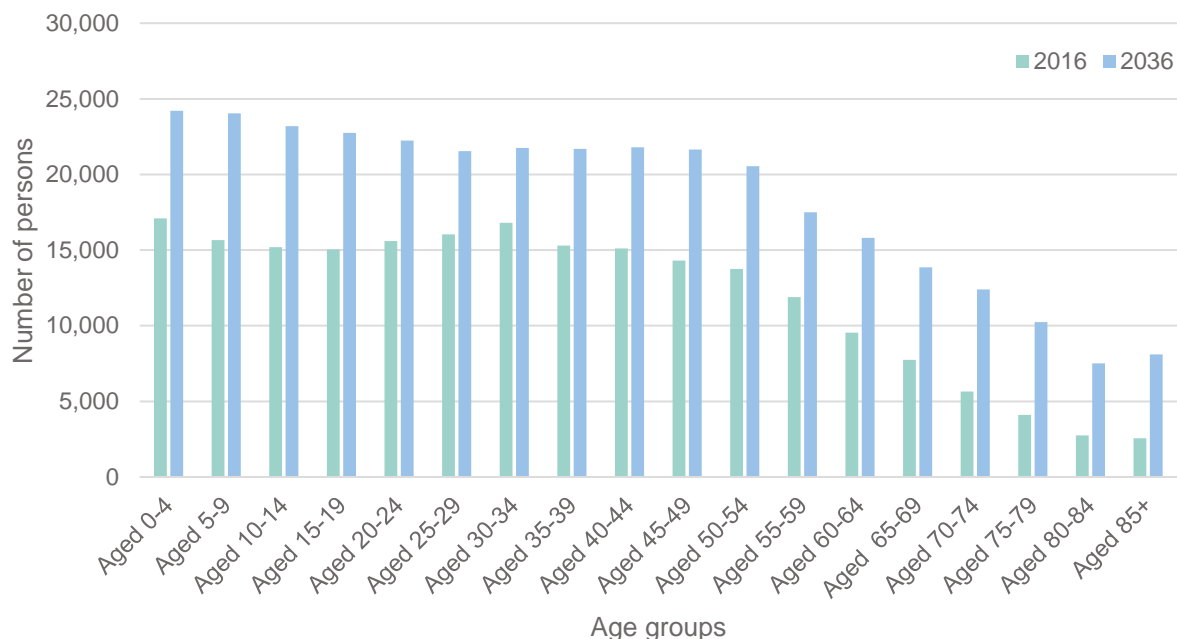
The following section provides an analysis of the projected population for Liverpool LGA, based on ABS Census data obtained from the NSW Department of Planning and Environment. A complete population and household projections table is contained in **Appendix C**.

Liverpool LGA is expected to experience significant population growth, increasing by 116,700 people between 2016 and 2036, a population growth of 54.5%. Liverpool LGA will continue to be characterised as a family area, with close to a third (28.5%) of the population expected to be aged between 0-19 years by 2036. Over 80% (81.6%) of the population are anticipated to be family households in the Liverpool LGA by 2036, with 47% of these households as couples with children.

Liverpool LGA is also expected to experience a growth in the number of older people and lone person households which is consistent with an ageing population.

The continued growth in the number of school aged children in the Liverpool LGA is likely to create a demand for education infrastructure and youth-orientated recreational facilities.

Figure 4 – Age population projections 2016-2036, Liverpool LGA.



Source: NSW Department of Planning and Environment, ABS Census 2016

### 5.3. CRIME PROFILE

Crime data from the NSW Bureau of Crime Statistics and Research (BOCSAR) was analysed to identify the crime profile within Austral and Liverpool LGA. This was compared to the NSW average to help assess risk compared to state-wide averages.

Austral has considerably lower rates of crime compared to Liverpool LGA and NSW, with the exception of 'domestic assault' and 'break and enter non-dwelling'. Liverpool LGA has experienced a stabilisation in crime rates over the past two years, with a decrease in the rates of 'motor vehicle theft' and 'steal from dwelling'.

BOCSAR publishes hotspot maps to illustrate areas of high crime density relative to crime concentrations across NSW. A review of these maps indicates Austral has minimal rates of crime and is not located within crime hotspot, reflective of the semi-rural character of the area. Areas of high crime rates are typically concentrated to the east of the suburb, in the larger and more densely population centres of Ashcroft, Cartwright and Green Valley.

A comprehensive review of the crime profile for Austral and Liverpool is contained within **Appendix D**.

## 6. STAKEHOLDER AND COMMUNITY CONSULTATION

Urbis undertook stakeholder consultation to gain an understanding of the local context as well as the potential positive and negative impacts associated with the SSD DA school expansion. Eight local stakeholders were invited to participate in an interview. A total of four stakeholders accepted the offer to complete an interview including:

- RSL Lifecare Tobruk Village.
- Austral Public School.
- Liverpool City Council – Community Planning Policy Officer.
- Liverpool City Council – Sports Development Officer.

Community and stakeholder consultation was also undertaken by Urbis Engagement and is contained within the Summary of Consultation Outcomes Report which accompanies the SSD DA. As part of this consultation process, the community were invited to participate in a community workshop to learn more about the school expansion and to provide their feedback. A separate workshop was also held with members of the Council and Chris Patterson MP, Member for Camden, to gain their feedback on school expansion.

A summary of the feedback raised during the stakeholder interviews and consultation undertaken by Urbis Engagement is provided in Table 4 below.

Table 4 – Stakeholder and community feedback

Themes	Feedback
Traffic and parking	<ul style="list-style-type: none"> <li>• Concern the existing roads around the site are too narrow to accommodate a potential increase in traffic, particularly Tenth Avenue.</li> <li>• Concern the potential increase in traffic from the school expansion will impact on the availability of street parking on the local road network.</li> <li>• Potential impact of parking availability at Craik Park from the school expansion, as it was indicated this carpark was used for informal school parent/visitor parking.</li> <li>• Suggestion for site access to the school to be mechanically monitored, via a boomgate.</li> </ul>
Pedestrian safety	<ul style="list-style-type: none"> <li>• Concern the potential increase in traffic will impact on pedestrian safety, particularly for young children and older residents.</li> <li>• Comment the school expansion will impact on pedestrian safety at the unmanned pedestrian crossing at Edmondson Avenue.</li> <li>• Suggestion for the proposed, segregated pick up/drop area to be clearly marked on the road to enhance road and pedestrian safety.</li> </ul>
Safety	<ul style="list-style-type: none"> <li>• Support for security to be retained and enhanced on site, particularly by maintaining the site boundary through barriers (e.g. fencing, landscaping works).</li> <li>• Suggestions to provide fencing around key locations, such as the carpark and site access points.</li> <li>• Concern regarding how child safety and access control will be implemented and maintained in the proposed shared facilities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Question as to whether CCTV and security guards will be provided on site.</li> <li>• Question as to how branches on older trees will be maintained on site to ensure children safety.</li> <li>• Question as to how safe interaction between young children and older children will be monitored and enhanced.</li> </ul>
Shared facilities	<ul style="list-style-type: none"> <li>• Overall support for the provision of shared facilities on site.</li> <li>• Support for the school to provide shared indoor recreation facilities on site, such as indoor sports courts or recreational hall.</li> <li>• Suggestion for shared facilities on site to facilitate both active and social uses.</li> <li>• Suggestion for the provision of a shared cultural space which can be used by the broader community, such as an area which may celebrate the area's Indigenous heritage.</li> <li>• Suggestion for a sport recreation facility which can support large groups i.e. a school sporting carnival.</li> </ul>
Public transport	<ul style="list-style-type: none"> <li>• Support for the provision of a school bus to service the local area and to extend into the new estates around Austral.</li> <li>• Suggestion for a school shuttle bus to facilitate student access to the school from Leppington Station in addition to the</li> <li>• Suggestion for the proposed school bus route to link to Leppington Station.</li> </ul>
Education provision in the Growth Centre	<ul style="list-style-type: none"> <li>• Support for the provision of additional education services in Austral and Liverpool LGA.</li> <li>• Recognition of the need for additional education services to meet the expected future population demand.</li> <li>• Comment Austral is already serviced by three existing schools in the area.</li> <li>• Suggestion a government school may be more appropriate for the current socio-economic profile of the local area.</li> <li>• Recognition there is a preference demand for non-government schools in the local area.</li> <li>• Suggestion for special education provision for preschool to Year 12 students to be provided on site.</li> <li>• Support for the provision of a Trade Training Centre on site and for the centre to be open to the community.</li> <li>• Question if Trade Training services can be provided on site, before the completion of the dedicated building.</li> </ul>

Concept plan design	<ul style="list-style-type: none"> <li>• Support for the overall vision of the site, including the location, open space and recreation facilities, education buildings, piazza area and shared facilities.</li> <li>• Comment for a play equipment and skateboard area to be provided on site.</li> <li>• Support for the proposed future re-location of St Anthony of Padua Catholic church on the school site.</li> <li>• Support for the provision of shaded play areas on site.</li> <li>• Questions regarding the construction staging of the school expansion.</li> <li>• Support for the school to maintain open access to the community.</li> </ul>
Social infrastructure provision	<ul style="list-style-type: none"> <li>• Recognition of the need for additional social infrastructure to meet the expand demand in population growth across Liverpool LGA.</li> <li>• Support for the provision of passive recreational facilities which enhance healthy community and social wellbeing in Liverpool LGA.</li> <li>• Comment that there is a lack of cultural facilities in Liverpool LGA.</li> </ul>
Child care	<ul style="list-style-type: none"> <li>• Support for the provision of early learning centre on site.</li> <li>• Suggestion for affordable, non-denominational places to be accommodated within any proposed child care facility on site.</li> </ul>

## 6.1. FEEDBACK SUMMARY

Overall, feedback on the proposed SSD DA and concept plan was positive and supportive of the objectives of the school expansion.

Key areas of concern were in relation to the potential traffic impacts from the school expansion, including the impact on traffic availability and pedestrian safety, as well as maintaining safety on site for all users of the school.

This feedback has been considered in the assessment of social impacts in Chapter 8.

## 7. REVIEW OF TECHNICAL STUDIES

The following section provides a summary of the technical studies that were reviewed to inform the assessment of social impacts in Chapter 8.

### 7.1. TRAFFIC AND PARKING

#### Transport and accessibility impact assessment

A Transport and Accessibility Impact Assessment was prepared by Colston Budd Rogers & Kafes Pty Ltd to assess the impact of the school expansion on the local road network. The school expansion will include 317 parking spaces which exceeds the Liverpool DCP requirements, as well as 143 set down/pick up spaces, 150 bicycle spaces and provision for 13 buses to park around the perimeter of the site.

It is proposed that road widening and intersection treatments are undertaken within the surrounding road network to cater for the increase in pedestrian and vehicle movements. School start times will also be staggered to help manage traffic flow.

The assessment report found that with the proposed works, the intersections of Fourth Avenue with Tenth and Eleventh Avenue would adhere a good level of service, and the intersections of Edmondson Avenue with Tenth and Eleventh Avenue would operate at a satisfactory level of service. Overall the road network will be able to cater for the school expansion, provided the proposed works to the surrounding street network are undertaken.

### 7.2. ACCESS

#### Access review

An Access Review was prepared by Funktion to assess the extent to which the school expansion complies with the disability accessibility provisions in the Building Code of Australia and Australian Standards on Access and Mobility.

The report concluded the access provisions for people with physical and sensory disabilities in the school expansion can comply with the industry standards. Continual accessible paths of travel and equitable provision of accessible can comply with industry standards, provided the recommendations contained within the report are implemented.

### 7.3. NOISE

#### Noise and vibration assessment

A Noise and Vibration Assessment was prepared by JHA Consulting Engineers to assess the potential impacts of operational noise generated from the mechanical plant, traffic, school activities and construction processes on existing noise sensitive receivers. As the final mechanical plants have not been selected, the report provides several design and location recommendations to minimise potential noise impacts. Once selected, the report recommends an acoustic assessment of all mechanical plants to confirm any noise control measures.

The assessment identified potential noise emissions associated with outdoor playgrounds and determined that the expected noise impact at the nearest residential receiver is above the noise level criteria. However, the assessment identified that as the noise exceedance is marginal, it is not considered to be a significant exceedance for the purposes of this assessment.

The assessment identifies that the school PA/bell system, performing arts centre and indoor gymnasium hall have potential to generate noise emissions. As plans for these items have not been finalised, the report provides commentary on best practice design/use and required building envelopes to reduce noise emissions and comply with noise level criteria.

The traffic noise generated by the school expansion is anticipated to be insignificant and is expected to meet the NSW Road Noise Policy standards.

In regards to construction, the assessment identifies relevant general recommendations to control potential noise and vibration impacts as a detailed construction plan has not been finalised. General strategies to

manage potential construction noise impacts include appropriate plant and equipment selection, installation of temporary noise barriers, work scheduling strategies and consultation handling. The advice provided in the assessment will inform the preparation of a Contractor's Construction and Vibration Management Plan which is intended to manage potential noise and vibration impacts during on-site construction.

## **7.4. CONTAMINATION**

### **Environmental site assessment**

An Environmental Site Assessment (ESA) was prepared by Environmental Investigation Services to assess the potential risk of contamination to human health and the local environment, and to comment on the site's suitability for the school expansion. The ESA found the presence of asbestos in areas of the soil and in some of the existing, former residential buildings on site. A number of recommendations are contained in the ESA to make the site suitable for the proposal, including the preparation of a Hazardous Material Assessment, Remediation Action Plan and Asbestos Management Plan.

The ESA concluded that the site can be made suitable for the school expansion, providing the recommendations outlined in report are implemented.

### **Asbestos contamination assessment**

An Asbestos Contamination Assessment was prepared by Alliance Geotechnical to assess the potential nature and extent of asbestos in soil across the site. The assessment summarised the site could be made suitable to the proposed land use, subject to the management and/or remediation of identified asbestos on site.

The assessment outlines several management and remediation recommendations for the site including the preparation of a remedial action plan, obtaining clearance certificates prior to removal works, and retaining all records of lawful transport and disposal of asbestos/hazardous materials from the site.

### **Remedial action plan**

A Remedial Action Plan (RAP) was prepared by Alliance Geotechnical to address potential contamination risk identified in previous site reports and identify any gaps in the contamination status of the site.

The RAP outlines the excavation and off-site disposal as a suitable site remedial option and recommends for all waste classification, remediation monitoring and validation works to be undertaken by a suitably qualified consultant.

The report concludes the site can be made suitable for the school expansion, subject to the implementation of the RAP and preparation of a site validation report.

## **7.5. ENVIRONMENT**

### **Arboricultural Impact Assessment and Bushfire Constraints Analysis**

An Arboricultural Impact Assessment and Bushfire Constraints Analysis was prepared by Eco Logical Australia Pty Ltd of the current health and retention value of all trees on site. The trees within the site are all located within the development footprint and cannot be retained. Of the trees to be removed, 556 have high retention value. The report recommends that all tree work to be undertaken in accordance to Australian Standards by a suitability qualified, AQF level 3 arborist.

In regards to the bushfire analysis, the report concludes that the school expansion can comply with the Planning for Bush Fire Protection (PBP), subject to the provision of appropriate Asset Protection Zones (APZ), water supply for firefighting, and the access and construction levels outlined. The report recommends a detailed Bushfire Protection Assessment is prepared to support the school expansion.

### **Flood Assessment**

A Flood Assessment was prepared by GRC Hydro to determine the impact of the school expansion on existing flood conditions and to provide management procedures, where necessary.

Off-site impact is minimal, with a small increase in flood levels immediately downstream of 11<sup>th</sup> Avenue. This increase is considered an acceptable outcome as the reserve is not impacting any private property and is offset by the reduction in flood risk at the site. Overall, the report summarised the proposed buildings on site and nearby private properties will not be impacted by flood liability.



## 8. SOCIAL IMPACT ASSESSMENT

Social Impact Assessment is the processes of analysing, monitoring and managing the intended and unintended social consequences, both positive and negative, of planned interventions (policies, programs, plans, projects).<sup>4</sup> The significance of a potential impact is assessed by comparing the consequence level of impact against the likelihood of the impact occurring.

Table 5 – Level of impact

			Consequence level				
			1	2	3	4	5
			Minimal	Minor	Moderate	Major	Extreme
Likelihood	A	Very likely	A1	A2	A3	A4	A5
	B	Likely	B1	B2	B3	B4	B5
	C	Possible	C1	C2	C3	C4	C5
	D	Unlikely	D1	D2	D3	D4	D5
	E	Rare	E1	E2	E3	E4	E5

Low		Moderate		High		Extreme	
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### 8.1.1. Consequence

The following criteria are used to assess the consequence level of a potential social impact:

- Duration – The timeframe over which the impact occurs or the frequency of potential impacts.
- Extent – The geographical area or the number of people affected.
- Severity – Scale or degree of change from the existing condition as a result of an impact.
- Sensitivity – The extent to which people or an environment can adapt to or mitigate the impact.

### 8.1.2. Likelihood

The following scale outlines the likelihood of a potential impact occurring throughout the project lifecycle, without mitigation.

Table 6 – Likelihood scale

Level	Description
Rare	Extremely unlikely that the impact will occur, at any stage throughout the project lifecycle
Unlikely	Unlikely that the impact will occur, at any stage throughout the project lifecycle
Possible	Possible that the impact will occur, at any stage throughout the project lifecycle
Likely	Likely that the impact will occur, at any stage throughout the project lifecycle
Very likely	Very likely that the impact will occur, at any stage throughout the project lifecycle.

<sup>4</sup> International Association for Impact Assessment

## 8.2. POTENTIAL IMPACTS

The following sections provide an assessment of the potential positive and negative social impacts of the school expansion, an evaluation of the significance of identified impacts and potential mitigation and enhancement measures.

## 8.3. TRAFFIC AND PARKING

### Current environment

Current vehicle access to the site is provided via Eleventh Avenue, with a small carpark containing approximately 37 spaces. Craik Park carpark, located opposite the site, is also used informally by parents and visitors to the school.

Traffic flows in the vicinity of the site are currently relatively low as much of the planned development within the Austral and Leppington North Precinct is yet to occur. Similarly, pedestrian volumes are low and there is little existing infrastructure, including footpaths, cycle paths or bus stops, in the vicinity of the site.

Consultation with the community and stakeholders raised concerns that the existing local road network is too narrow to accommodate an increase in traffic and an increase in traffic will impact on pedestrian safety, particularly for young children and older residents.

### Proposed development

#### Construction traffic

At the time of this assessment, the construction methodology, process and staging has not been defined. A Construction Management Plan (CMP) for the school proposal will be finalised by the successful construction contractor and it is anticipated that construction parking and compounds will be provided on site.

#### Operational traffic

In general, traffic generated by the school expansion will have its greatest effects during weekday morning and afternoon periods, around school start and finish times. Primary and secondary school start/end times are proposed to be staggered on site to reduce potential traffic congestion. The Transport and Accessibility Impact Assessment indicates that road upgrades and intersection treatments will be required as a result of the school expansion to cater for buses, cars, pedestrians and cyclists. With these upgrades all relevant intersections will operate at 'good' or 'satisfactory' level of service.

#### Operational parking

The proposed development will provide approximately 317 car parking spaces, 143 set down/pick up spaces, 150 bicycle spaces and provision for 13 bus bays. The proposed car parking provision exceeds the Liverpool City Council Development Control Plan (DCP) requirements. A reduction in on street car parking is likely to facilitate the bus bays on Eleventh Avenue and Tenth Avenue.

A new internal road, from Tenth Avenue to Eleventh Avenue, is proposed through the site to facilitate pick/up drop offs.

Pedestrian access to the site will be provided via proposed pedestrian crossings on Tenth Avenue, Fourth Avenue and Eleventh Avenue.

### Potential Impacts (Positive)

- Delivery of identified road upgrades and intersection treatments to facilitate the school expansion and future development within the precinct.
- Reduction of informal parking at Craik Park due to increased onsite parking and an internal road for drop off and pickup.
- The provision of bicycle parking and signalised pedestrian crossings to encourage active transport and reduce car dependency.

#### **Potential Impacts (Negative)**

- Disruption to the local road and pedestrian network during construction.
- Cumulative traffic impacts in the AM and PM peak school times due to two schools in close proximity.

#### **Enhancement and Mitigation Measures**

- Operation of a school bus service, shared with Austral Public School, to reduce car dependency and improve accessibility while there is no public bus service.
- Preparation and implementation of a CMP to regulate safe traffic movements and parking during construction.
- Preparation of a Workplace Travel Plan to encourage staff to travel via modes other than private vehicles.
- Ongoing communication with surrounding residents and the school community regarding changes to traffic and parking arrangements during construction and operation
- Timed use of the bus bays to reduce the impacts of parking loss outside of key AM and PM peaks.

#### **Overall impact**

The construction methodology, process and staging has not been defined however it is anticipated that majority of construction parking and compounds will be provided on site. Therefore, traffic and parking impacts during construction are likely to have a minor negative impact on users of the local road and pedestrian network. These impacts will be temporary and can be reduced through the implementation of a Construction Management Plan (CMP).

Traffic and parking impacts during operation are likely to have a minor positive impact on users of the local road network, based on the expected road upgrades and intersection treatments to be undertaken, as identified in the Transport and Accessibility Impact Statement.

## **8.4. ACCESS TO EDUCATION**

#### **Current Environment**

St Anthony of Padua Catholic School currently accommodates 105 Kindergarten to Year 1 students, with approved works underway to accommodate a total of 300 students. There are two other existing schools in Austral; Austral Public School (Primary) and Unity Grammar (K-12 Islamic School).

An additional 77,978 students are expected to be accommodated across non-government and government schools within the Western City District by 2036. Liverpool LGA is expected to accommodate 21,072 students, the second highest student growth in the district<sup>5</sup>.

SEIFA results indicates Austral is moderately to severely disadvantaged in economic resources and education and occupation. Based on this profile, Council indicated a government school may be more appropriate to service the local area. However, during consultation there was recognition of a community demand for non-government schools within the area.

Currently there is a no school bus service that connects to St Anthony of Padua Catholic School or Austral Public School. Stakeholder and community consultation indicates that there is demand for a school bus service to connect with the new estates around Austral.

### **Proposed Development**

The school expansion includes the expansion of the school to cater for over 2,500 preschool to Year 12 students. The school expansion will also include a range of education facilities as outlined in section 3.2 including a performing arts theatre, playing fields, café and hospitality area, resource and wellness hub including a library space and the provision of a 125 place on-site long day child care centre.

Sydney Catholic Schools are working with Council to consider shared facilities on site which can be used by students and the wider community. Suggestions during consultation for potential shared facilities include indoor recreational facilities, sporting fields, passive recreational facilities and cultural spaces.

The school expansion includes provision of 13 bus bays to cater for future public and private bus services.

### **Potential Impacts (Positive)**

- Provision of additional and improved education facilities for current and future students.
- Multi-denominational childcare centre available to the broader community.
- Improved access to social infrastructure and education opportunities for the broader community, through the potential inclusion of shared facilities on site.

### **Potential Impacts (Negative)**

- Short-term competition with existing education facilities for enrolment numbers and services.
- Potential to exclude members of the existing community by providing a non-government school, given Austral's current socio-economic profile.
- Disruption to the onsite education environment during the staged construction process.

### **Enhancement and Mitigation Measures**

- Promotion of shared use facilities on site with the local community.
- Operation of a school bus service, shared with Austral Public School, to improve access to the schools while there is no public bus service.
- Promotion of Sydney Catholic Schools strong education outcomes and equitable access values and education subsidies.

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<sup>5</sup> Greater Sydney Commission, The Western City District Plan 2016

- Provision of support for disadvantaged students through promotion of Sydney Catholic Schools education subsidies, provision of affordable childcare places and other suitable program initiatives.
- Adhere to enrolment limits to maintain quality of education environment.
- Ongoing communication with the school community, residences and education providers to keep them informed of the planning, construction process and education offering.

#### **Overall impact**

The school expansion is very likely to have a major positive impact on the local community by helping to meet the demand for additional school places in the local area driven by the future development and associated population growth.

Existing schools may be impacted negatively in the short-term through increased competition. However, this is likely to improve as the local population grows. The short-term negative impact could also be improved through the provision of improved public transports or a shared school bus service

## **8.5. ACCESS TO SOCIAL INFRASTRUCTURE**

#### **Current environment**

There are limited community and recreational facilities within Austral. There are two existing community facilities within 2km of the site, Outer Liverpool Community Services and The Junctionworks, which offer specialised community support programs. Craik Park is located directly opposite the site and is the main sporting field within the immediate surrounds. Craik Park is currently used by several sporting organisations and facilitates sports including gridiron, rugby league, athletics, tennis and softball.

The Western City District Plan recognises there will be an increased demand for social infrastructure as the population of the District grows significantly over the next 20 years. Consultation with Council indicates there will be a demand for community and recreation facilities within the LGA, particularly for the provision of indoor recreational facilities.

#### **Proposed Development**

The school expansion will potentially include the use of shared facilities on site, to be used by both the school and broader community. Sydney Catholic Schools is working with the Council, the Department of Planning and Environment and the broader community to confirm the final delivery and type of shared facilities to be provided on site. Subject to final plans, these shared facilities may include on-site facilities such as the trade training Centre, performing arts theatre, sporting fields and indoor recreation hall.

Consultation indicates there is overall strong support for the provision of shared facilities on site. However, there were concerns as to how child safety and access control will be implemented and maintained.

#### **Potential Impacts (Positive)**

- Provision of new and diverse community and recreation facilities on site, to meet the demands of the growing population.
- Retention of local character through the integration of 400m<sup>2</sup> of market gardens on site, reflecting the local heritage of the area.

#### **Potential Impacts (Negative)**

- Potential for reduce safety amenity and access control on site due to shared facility use.
- Potential for free interaction between school children and the public due to shared use facilities.

#### **Enhancement and Mitigation Measures**

- Promotion of shared use facilities on site with the broader community.
- Inclusion of public art to support the cultural development in the local area.
- Ongoing consultation with Council and the community to understand the needs of the area in finalising shared use facilities on site and in preparation of a Voluntary Planning Agreement.
- Preparation and implementation of an Operational Management Plan for the operation of shared use facilities on site, that support broad community access.
- Communicate the safety designs and management approach of shared facilities to residents and the local community.
- Implement mitigation measures outlined in the Crime Prevention Through Environmental Design (CPTED) relating to the school expansion to enhance safety measures on site.

#### **Overall impact**

The provision of shared facilities is very likely to have a major positive impact on both school users and the local community. The positive impact will be long term and will provide the community with greater access to social infrastructure than is presently available.

Potential safety concerns relating to the operation of shared facilities can be mitigated through the preparation and implementation of an Operational Management Plan for all shared facilities on site.

## **8.6. NOISE AND VIBRATION**

#### **Current Environment**

The site is characterised as a predominately semi-rural area and is generally surrounded by low density residential. The current noise environment reflects the rural setting and is generally dominated by the existing traffic flow and school activities. The school has an existing, approved development application (DA 465/2016) for the expansion of up to 300 students, with works currently underway to construct a new classroom building.

#### **Proposed Development**

##### **Construction**

Development on the site is expected to occur through a staged construction process. Education buildings will be constructed in the line with the school growth, to cater for each progressive year group. The construction schedule and process has not been finalised and therefore has not been as part of the Noise and Vibration Assessment by JHA Consulting Engineers.

##### **Operation: Noise and vibration**

The Noise and Vibration Assessment assessed potential noise emissions associated with outdoor playgrounds and determined that the expected noise impact at the nearest residential receiver is above the noise level criteria. However, the assessment identified that as the noise exceedance is marginal, it is not

considered to be a significant exceedance for the purposes of this assessment. Traffic noise generated by the school expansion is expected to be insignificant and meet the NSW Road Noise Policy standards.

The assessment also considers the mechanical plant, PA/bell system, performing arts theatre and indoor gymnasium have potential to generate noise emissions. As the plans for these items have not been finalised, the assessment provides commentary on best practice design/use and required building envelopes to reduced noise emissions and meet the noise level criteria.

#### **Potential Impacts (Positive)**

- Non identified

#### **Potential Impacts (Negative)**

- Reduced amenity for residences, businesses and the school community due to construction noise, and vibration.
- Disruption to the education environment from construction noise, vibration and dust.
- Increased ambient noise from an increased student population and a larger school.

#### **Enhancement and Mitigation Measures**

- Prepare and implement a Construction and Vibration Management Plan.
- Maintain communication with the school community and surrounding residences to inform them of the construction schedule and process. Provide notifications to residents 48 hours before high noise/vibration events.
- Avoid periods of high noise and vibration during class times.

#### **Overall impact**

The construction schedule and process has not been finalised and therefore has not been as part of the Noise and Vibration Assessment by JHA Consulting Engineers. However, it is reasonable to assume that school expansion is likely to generate minor negative impacts during construction for the local community and to the on-site education environment. These impacts are expected to be temporary and can be mitigated through the implementation of a Construction and Vibration Management Plan.

A small noise exceedance associated with outdoor playgrounds has been identified but is considered unlikely to have negative impact. The potential noise impact from the operation of the school should be monitored and assessed further, once final selection of mechanical plant and other materials has been completed.

## **8.7. ECONOMIC BENEFITS**

#### **Current Environment**

The school currently accommodates 105 Kindergarten to Year 1 students and has approximately 10 supporting staff. The study area (3km radius around the site) is relatively economically disadvantaged with a lower weekly household income (\$1,682) compared to Liverpool LGA (\$1,807) and Greater Sydney (\$1,750). It is currently characterised by a mix of blue and white collar workers, with technicians and trade workers (18.5%), managers (16.6%) and clerical and administrative workers (14.8%) representing the top three occupation types.

<b>Proposed Development</b>
The school expansion will include the expansion of the school to accommodate over 2,500 preschool to Year 12 students and approximately 200 supporting staff, generating local employment opportunities. During construction, the school expansion is also expected to generate construction (trade) and operation based jobs. The school expansion also includes a future Trade and Training Centre
<b>Potential Impacts (Positive)</b>
<ul style="list-style-type: none"> <li>Increased direct and indirect employment opportunities.</li> <li>Provision of training services on site (e.g. Trade Training Centre and shared facilities) which may provide more diverse employment and economic opportunities for the local community.</li> <li>Diversification of the local economy through the construction and ongoing operation of the school.</li> </ul>
<b>Potential Impacts (Negative)</b>
<ul style="list-style-type: none"> <li>Potential competition for staff with existing education providers.</li> </ul>
<b>Enhancement and Mitigation Measures</b>
<ul style="list-style-type: none"> <li>Supporting local procurement and local employment opportunities.</li> <li>Promotion of the onsite Trade and Training Centre.</li> </ul>
<b>Overall impact</b>
The expansion of the schools will provide employment for approximately 200 supporting staff and as well as employment during construction. Overall the school expansion is likely to generate moderate positive impacts by providing greater access to employment and procurement opportunities for the local community.

## 8.8. CONTAMINATION

<b>Current Environment</b>
An Environmental Site Assessment prepared by Environmental Investigation Services (EIS) identified contaminants of potential concern on the site, including asbestos, hydrocarbons, pesticides and metals from uncontrolled fill and waste dumping.
<b>Proposed development</b>
<p>Alliance Geotechnical have prepared a Remediation Action Plan (RAP) to mitigate the potential for unacceptable exposure risks given the sensitive nature of the proposed land use.</p> <p>Sydney Catholic Schools has identified a preference to excavate and remove all contamination risks from the site given the sensitive nature of the land use. As such, the remediation works will involve excavation and offsite disposal at the locations identified in the RAP.</p>
<b>Potential Impacts (Positive)</b>
<ul style="list-style-type: none"> <li>Permanent removal of contaminants from the site to a level that does not present an unacceptable human health exposure risk.</li> </ul>



**Potential Impacts (Negative)**

- Increased traffic from trucks movement during removal of material from the site.
- Reduced amenity from any noise, dust and odour associated with excavated material.

**Benefit Enhancement**

- Communication with the school community and broader community to notify them of remediation process and remove of the contaminants

**Enhancement and Mitigation Measures**

- Owners, occupants and tenants of properties adjoining the site and across the road from the site, will be provided with notification of remediation works, at least two days prior to those works commencing.
- Waste classification, remediation monitoring and validation works to be undertaken by a suitably experienced environmental consultant.

**Overall impact**

Overall the remediation of the site for the school expansion will have a long-term positive impact for the school and broader community by removing contaminants of potential concern from the site. Impacts of the remediation process such as additional heavy vehicle movements and noise can be managed through the management measures outlined in the Remediation Action Plan.

## 9. CONCLUSION

This report has assessed potential social impacts in relation the proposed expansion of St Anthony of Padua Catholic School. It has been undertaken to address the SEARs issued for the proposal which requires consideration of the consequences of the school's relative location.

Overall it is considered the school expansion is very likely to have a long-term positive social impact, subject to the implementation of the identified mitigation measures and ongoing monitoring.

### 9.1. ONGOING MONITORING

Ongoing monitoring of mitigation measures is essential for the effective, long term management of the social impacts. The following are high-level recommendations to monitor social impacts:

- Maintain communication channels with the school community and local residences throughout the construction and operation of the school.
- Appoint a dedicated contact person to respond to feedback from the school community, residents and businesses.
- Develop a comprehensive Plan of Management for the site and any shared facilities, to monitor and enhance safety and wellbeing.

# DISCLAIMER

This report is dated 30 July 2018 and incorporates information and events up to that date only and excludes any information arising, or event occurring, after that date which may affect the validity of Urbis Pty Ltd's (**Urbis**) opinion in this report. Urbis prepared this report on the instructions, and for the benefit only, of Sydney Catholic Schools (**Instructing Party**) for the purpose of Social Impact Assessment (**Purpose**) and not for any other purpose or use. To the extent permitted by applicable law, Urbis expressly disclaims all liability, whether direct or indirect, to the Instructing Party which relies or purports to rely on this report for any purpose other than the Purpose, and to any other person which relies or purports to rely on this report for any purpose whatsoever (including the Purpose).

In preparing this report, Urbis was required to make judgements which may be affected by unforeseen future events, the likelihood and effects of which are not capable of precise assessment.

All surveys, forecasts, projections and recommendations contained in or associated with this report are made in good faith and on the basis of information supplied to Urbis at the date of this report, and upon which Urbis relied. Achievement of the projections and budgets set out in this report will depend, among other things, on the actions of others over which Urbis has no control.

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This report has been prepared with due care and diligence by Urbis and the statements and opinions given by Urbis in this report are given in good faith and in the reasonable belief that they are correct and not misleading, subject to the limitations above.



# **APPENDIX A      POLICY REVIEW**

# STATE

## Greater Sydney Commission – Western City District

The Greater Sydney Commission's District Plans divide Greater Sydney into five districts which represent their common locality and planning opportunities. The site is located within the Western City District, covering the Blue Mountains, Camden, Campbelltown, Fairfield, Hawkesbury, Liverpool, Penrith and Wollondilly local government areas.

The *Western City District Plan* (the Plan) is a 20-year plan to manage growth in the context of economic, social and environmental matters to achieve the 40-year vision for Greater Sydney. The Plan is guided by four key themes that represent the planning priorities for each district, with ten directions to guide delivery. The four key themes are:

- Infrastructure and collaboration.
- Liveability.
- Productivity.
- Sustainability.

The priorities relevant to this school expansion relate to the Plan's liveability themes and include:

- *Providing services and social infrastructure to meet people's changing needs.*
- *Fostering healthy, creative, culturally rich and socially connected communities.*

The Plan highlights the need to provide increased education infrastructure in the Western City District, with an additional 77,978 students expected to be accommodated in both government and non-government schools in the District by 2036. Liverpool LGA is anticipated to experience the second highest growth of students within the District, with an additional 21,072 students expected in the LGA by 2036.

Planning for education infrastructure should respond to population growth and the changing demand in the delivery of infrastructure such as through:

- Greater sharing of spaces and facilities.
- Encouraging shared and joint use partnerships.
- Flexible learning spaces.
- Provision of safe walking and cycle links to school.

The Plan acknowledges education facilities and schools play an important role in the community as places where people can work, learn and access necessary services.

## NSW Department of Education – Strategic Plan 2018-2022

The *Department of Education Strategic Plan 2018-2022* (the Strategic Plan) was developed by NSW Department of Education "To prepare young people for rewarding lives as engaged citizens in a complex and dynamic society". The Plan advocates for the provision of high-quality public education to two-thirds of the NSW student population.

The Strategic Plan contains ten goals to guide the delivery of public education infrastructure. Of relevance to this school expansion is:

- *Goal 8 – our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching.*

## NSW Strategic Plan for Children and Young People 2016-2019

The *NSW Strategic Plan for Children and Young People 2016-2019* (The Children Strategic Plan) was developed by the NSW Advocate for Children and Young People to ensure that "children and young people in NSW have opportunities to thrive, get the services they need and have their voice heard". The Children Strategic Plan is the first legislated three-year all-of-government plan focused on all children and young people from 0-24 years.

The Children Strategic Plan outlines six guiding principles that will inform implementation, these being:

- Innovation.
- Localisation.
- Collaboration.
- Prevention.
- Transitions.
- Addressing Disadvantage.

Targets of relevance to this report include:

- Substantial investment in new schools and school upgrades.
- Investing significantly in school resourcing reform to address diverse cultural, social and economic factors which can contribute to children and young people experiencing disadvantage in their school education.
- More resources and funding to schools.

Goals also include improving safety and support for disadvantaged children and provide more pathways into participation in tertiary education, including vocational and educational training (VET), apprenticeships and traineeships, including in rural areas.

The Children Strategic Plan also aims to increase the proportion of NSW students in the top two NAPLAN bands for reading and numeracy by 8%, and increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%.

## **NSW Department of Education - School Assets Strategic Plan Summary 2017**

The *NSW Department of Education School Assets Strategic Plan Summary 2017* (the Strategic Plan) guides the future direction and framework of school's infrastructure in NSW, in the context of unprecedented school population growth over the next 15 years.

NSW government schools have experienced unprecedented growth in the last five years, with student numbers increased by approximately 30,000 students. By 2031, it is anticipated that the number of students in NSW schools will increase by 21%. The increase in student numbers is expected to be concentrated in growth areas, with these areas anticipated to accommodate 80% of the student growth.

The Strategic Plan anticipates an additional 7,200 classrooms will be required by 2031, equating to 215 new schools. The Strategic Plan advocates for the greater use of existing infrastructure as well as upgrades to existing schools to reduce the potential funding pressures generated by the expected school demand. Three quantifiable measures have been developed to help reduce the number of new schools needed which include:

- Increasing the use of minor interventions (e.g. prefabricated modular buildings).
- Larger schools.
- Smaller new school sites.

The Strategic Plan also encourages the use of joint and shared use partnerships in the delivery of education infrastructure with these partnerships working to strength community relationships, promote social cohesion and generate some additional income for schools.

## **LOCAL**

### **Liverpool City Council Our Home, Liverpool 2027: Draft Community Strategic Plan**

The Liverpool City Council *Our Home, Liverpool 2027: Draft Community Strategic Plan* (The Liverpool CSP) is a ten-year plan which defines the vision and priorities for the Liverpool LGA. The Liverpool CSP sets out four key directions which forms the structure for the community's priorities. These four key directions are:

- Creating connection.
- Strengthening and protecting our environment.
- Generating opportunity.
- Leading through collaboration.

These directions are supported by a list of community needs, council actions and performance measures. The community needs and council actions relevant to this school expansion relate to the directions of creating connection and generating opportunity and include:

- A need for facilities to be well maintained and multipurpose.
- A need for access provided to all, including youth, seniors and people with a disability.
- Council to meet the challenges of Liverpool's growing population.

## Liverpool City Council Disability Inclusion Action Plan 2017

The *Liverpool City Council Disability Inclusion Action Plan 2017-2021* (the DIAP) outlines the guiding principles to ensure Liverpool LGA is an inclusive place to live, learn and grow. There are over 200,000 people in Liverpool LGA living with a disability, with 5.4% of the population requiring daily assistance due to disability.

The DIAP is guided by four key areas which include:

- Positive attitudes and behaviours.
- Liveable communities.
- Meaningful employment.
- Better systems and processes.

Under the key area of meaningful employment, the DIAP recognises that Council aims to work with schools and training places to make it easy for people with a disability to get skills.

## Liverpool City Council Recreation, Open Space and Sports Strategy (2017)

The *Liverpool City Council Recreation, Open Space and Sports Strategy 2017* (the ROSS Strategy) aims to guide the strategic delivery of recreational opportunities and open space management to meet the changing demands of the Liverpool LGA population.

The ROSS Strategy acknowledges Liverpool LGA will experience significant population growth, with the population expected to experience a 50% increase by 2031 and accommodate one of the largest youth populations (12-24 years) in Sydney. New release areas, including Austral where the school expansion is located, are anticipated to accommodate the majority of the LGA's population growth. These new release areas currently have a lack of sporting infrastructure and investment is needed to ensure the needs of the new population are met.

The ROSS Strategy is guided by 10 principles, which reflect best practice approaches to open space management and recreation facilities, and aims to guide Council and developers building facilities on Council's behalf. The principles of relevance to this school expansion include:

- **Equity and access:** *The design of open space will promote the principles of universal design by facilitating physical access for all abilities. The needs of parents and children, older persons, and persons with a disability shall be given a high priority.*
- **Multipurpose:** *Multi-purpose spaces allow for a multiplicity of uses, enabling a wide range of activities and ensuring maximum use and optimisation of space. Wherever possible, open space and recreation facilities shall be designed for multiple users encouraging shared use.*
- **Promoting social capital:** *Open space and facilities shall respond to identified community need and interests facilitating both organised and chance meeting....district and regional facilities will become key focal points and will act as a key meeting space for the community.*



- ***Building partnerships:*** *Developing partnerships with key state agencies, non-government organisations, businesses and community groups where appropriate will help ensure success in delivering key elements of this strategy.*

Based on the guiding principles, the ROSS Strategy outlines a series of key actions to help deliver the sport and recreation needs of the LGA. Key actions of relevance to this school expansion include:

- To encourage local schools to share resources and open fields to the general public for after-hours/weekend use.
- For new major facilities, consider options for combining general community facility/space that can be both utilised by sporting club/association and community groups.
- To plan and deliver seven new district (servicing multiple suburbs) and local (servicing immediate residents) sporting facilities in the new release area of Austral. Currently, a new aquatic centre is proposed with Austral, subject to further analysis and the delivery of a comprehensive Aquatic Facilities Strategy.

**APPENDIX B      DEMOGRAPHICS TABLE**

Table 7: Demographic data

Data item	Study Area	Liverpool LGA	Greater Sydney (GCCSA)
Total population	6,172	204,326	4,823,991
Average Age	40.7	34	36 (median)
<b>Age Distribution (%)</b>			
Aged 0-4	4.75%	7.65%	6.4%
Aged 5-9	6.15%	7.67%	6.4%
Aged 10-14	6.71%	7.35%	5.8%
Aged 15-19	6.44%	7.31%	6.0%
Aged 20-24	7.38%	7.16%	7.1%
Aged 25-29	4.99%	7.0%	7.9%
Aged 30-34	5.17%	7.61%	8.1%
Aged 35-39	5.17%	7.34%	7.4%
Aged 40-44	6.26%	7.2%	7.1%
Aged 45-49	7.04%	6.74%	6.7%
Aged 50-54	6.57%	6.58%	6.3%
Aged 55-59	5.69%	5.69%	5.8%
Aged 60-64	5.67%	4.48%	5.0%
Aged 65-69	6.96%	3.59%	4.4%
Aged 70-74	5.06%	2.56%	3.3%
Aged 75-79	4.11%	1.88%	2.4%
Aged 80-84	2.63%	1.2%	1.8%
Aged 85+	3.25%	1.0%	2.0%
<b>Country of Birth and Indigenous Identification (%)</b>			
Australia born	70.04%	55.81%	57.1%
Italy	8.46%	1.39%	0.8%
Lebanon	3.42%	2.2%	1.2%
England	1.63%	1.0%	3.1%
New Zealand	0.9%	1.82%	1.8%
China	2.42%	1.35%	4.7%

Data item	Study Area	Liverpool LGA	Greater Sydney (GCCSA)
Aboriginal and Torres Strait Islander population	0.31%	0.22%	1.5%
<b>Language Spoken at Home (%)</b>			
English only	61.13%	44.47%	58.4%
Arabic	8.84%	12.21%	4.0%
Serbian	1.44%	2.6%	0.4%
Chinese (total)	4.26%	3.19%	7.6%
Italian	12.19%	2.36%	1.3%
<b>Annual Household Income (%)</b>			
Negative/Nil income	2.43%	1.53%	1.94%
\$1-\$7,800	0.46%	0.61%	0.53%
\$7,800-\$15,600	1.78%	2.16%	1.77%
\$15,600-\$20,800	3.95%	3.06%	2.47%
\$20,800-\$26,000	7.43%	5.84%	5.4%
\$26,000-\$33,800	5.66%	7.13%	3.76%
\$33,800-\$41,600	8.22%	3.91%	6.04%
\$41,600-\$52,000	8.16%	7.05%	5.98%
\$52,000-\$65,000	9.41%	8.76%	7.63%
\$65,000-\$78,000	7.7%	8.22%	7.12%
\$78,000-\$91,000	5.72%	6.78%	6.26%
\$91,000-\$104,000	5.66%	6.98%	6.1%
\$104,000-\$130,000	10.13%	12.71%	12.32%
\$130,000-\$156,000	7.37%	8.72%	7.92%
\$156,000-\$182,000	5.39%	5.7%	5.65%
\$182,000-\$208,000	2.7%	3.9%	5.78%
\$208,000 plus	7.83%	6.92%	12.04%
Average household income (\$/weekly)	\$1,682	\$1,807	\$1,750 (median)
<b>Car Ownership (%)</b>			
0 Cars	5.08%	7.94%	11.1%

Data item	Study Area	Liverpool LGA	Greater Sydney (GCCSA)
1 Car	27.41%	29.93%	37.1%
2 Cars	33.66%	38.06%	32.8%
3 or more vehicles	18.95%	14.92%	10.48%
<b>Household Structure (%)</b>			
Family Households	75.2%	82.49%	73.6%
Group	1.14%	1.23%	4.7%
Lone Person	23.66%	15.8%	21.6%
<b>Housing Tenure (%)</b>			
Fully owned	53.32%	24.84%	29.1%
Mortgage	20.88%	41.27%	33.2%
Renting	33.16%	32.94%	34.1
<b>Mortgage and Rent (\$)</b>			
Monthly mortgage repayments (%/monthly)	\$1,862	\$2,136	\$2,167
Median rent (\$/weekly)	\$339	\$347	\$440
<b>Family composition (%)</b>			
Couple family with no children	34.4%	23.2%	33.37%
Couple family with children under 15	26.14%	37.09%	32.88%
Couple family with no children under 15	22.73%	19.77%	16.61%
One parent family with children under 15	6.35%	8.62%	6.64%
One parent family with no children under 15	8.94%	9.49%	8.58%
Other	1.43%	1.27%	1.63%
<b>Labour Force (%)</b>			
% Unemployed	4.69%	6.95%	6.0%
Labour Force Participation	57.02%	61.65%	61.6%
<b>Occupation (%)</b>			
Managers	16.59%	10%	13.7%
Professionals	11.69%	15.76%	26.3%

Data item	Study Area	Liverpool LGA	Greater Sydney (GCCSA)
Technicians & trades workers	18.53%	16.08%	11.7%
Community & Personal Service Workers	7.04%	9.45%	9.6%
Clerical & Administrative Workers	14.77%	17.92%	14.6%
Sales Workers	8.86%	9.24%	9.0%
Machinery operators & Drivers	12.26%	10.69%	5.6%
Labourers	10.28%	10.86%	7.5%
<b>Tertiary Education (%)</b>			
Undertaking Tertiary Education	3.4%	5.99%	7.48%
<b>Highest Level of Schooling Achieved (%)</b>			
Year 8 or Below	13.9%	6.89%	4.37%
Year 9 or Equivalent	8.86%	5.25%	4.29%
Year 10 or Equivalent	30.66%	20.31%	18.0%
Year 11 or Equivalent	4.95%	5.04%	4.36%
Year 12 or Equivalent	36.84%	59.55%	67.45%
Did not go to School	3.72%	3.01%	1.49%
<b>Dwelling Structure (%)</b>			
Separate House (%)	98.4%	75.77%	56.9%
Semi-detached (%)	0.35%	10.51%	14.0%
Flat, Unit or apartment (%)	0.18%	13.25%	28.1%
Other dwelling (%)	1.05%	0.15%	0.6%

Source: 2016 ABS Census data

## **APPENDIX C      POPULATIONS PROJECTIONS**

Table 8 - Liverpool LGA population projections

Liverpool LGA	Year						
	2016	2021	2026	2031	2036	% of 2036 population	%Change 2016-2036
Aged 0 to 4	17,100	19,350	21,350	22,850	24,200	7.31%	41.5%
Aged 5 to 9	15,650	18,400	21,000	22,350	24,050	7.27%	53.7%
Aged 10 to 14	15,200	16,600	19,550	21,650	23,200	7.01%	52.6%
Aged 15 to 19	15,050	16,200	18,000	20,500	22,750	6.88%	51.2%
Aged 20 to 24	15,600	16,550	18,150	19,500	22,250	6.73%	42.6%
Aged 25 to 29	16,050	17,400	18,900	19,600	21,550	6.51%	34.3%
Aged 30 to 34	16,800	18,300	19,950	20,450	21,750	6.57%	29.5%
Aged 35 to 39	15,300	18,150	20,100	20,800	21,700	6.56%	41.8%
Aged 40 to 44	15,100	16,350	19,550	20,900	21,800	6.59%	44.4%
Aged 45 to 49	14,300	15,800	17,350	20,100	21,650	6.54%	51.4%
Aged 50 to 54	13,750	14,700	16,350	17,650	20,550	6.21%	49.5%
Aged 55 to 59	11,900	13,600	14,700	16,150	17,500	5.29%	47.1%
Aged 60 to 64	9,550	11,650	13,400	14,300	15,800	4.78%	65.4%
Aged 65 to 69	7,750	9,200	11,300	12,850	13,850	4.19%	78.7%
Aged 70 to 74	5,650	7,450	8,950	10,850	12,400	3.75%	119.5%
Aged 75 to 79	4,100	5,250	7,050	8,400	10,250	3.10%	150.0%
Aged 80 to 84	2,750	3,550	4,700	6,250	7,500	2.27%	172.7%
Aged 85 +	2,550	3,400	4,500	5,950	8,100	2.45%	217.6%
Total persons	214,150	241,900	274,850	301,100	330,850	-	54.5%
Change	-	27,750	32,950	26,250	29,750	-	-
Growth rate (%)	-	13.0%	13.6%	9.6%	9.9%	-	-

Source: 2016 ABS Census data, Department of Planning and Environment



Table 9 - Liverpool LGA household projections

Liverpool LGA Household Type	Year					
	2016	2021	2026	2031	2036	%Change 2016-2036
Couple only	12,550	14,600	16,850	18,750	21,050	67.7%
Couple with children	32,800	36,800	41,350	44,650	48,200	47.0%
Single parent	10,300	11,800	13,650	15,250	17,000	65.0%
Lone person	10,000	11,900	14,250	16,500	19,100	91.0%
Group	950	1,050	1,200	1,300	1,450	52.6%
Other family households	1,150	1,250	1,450	1,600	1,800	56.5%
Total family households	58,600	66,600	75,700	82,850	90,950	55.2%
Total Non- Family Households	10,950	12,950	15,500	17,800	20,550	87.7%
Average household growth	3.0%	2.7%	2.8%	2.0%	2.1%	-

Source: 2016 ABS Census data, Department of Planning and Environment

## **APPENDIX D      CRIME PROFILE**

# CRIME PROFILE

Crime data from the NSW Bureau of Crime Statistics and Research (BOCSAR) was analysed to identify the crime profile at a suburb level (Austral) and an LGA level (Liverpool). This was compared to the NSW average to help assess risk compared to state-wide averages.

## TYPES OF CRIME

Table 10 below outlines the major crime offences which occurred in Austral between January 2016 and December 2017, compared with Liverpool LGA and NSW.

Austral has considerably lower rates of crime compared to both Liverpool LGA and NSW, with the exception of domestic assault and break and enter non-dwelling. The five crime types with the highest rate of occurrence in Austral are:

- Domestic assault;
- Break and enter non-dwelling;
- Malicious damage to property;
- Fraud; and
- Break and enter dwelling.

Stealing related crimes and damage to property are generally crimes that that can be managed and minimised through the adoption of appropriate CPTED principles.

Table 10 – Crime rates per 100,000 people January 2016 to December 2017

Crime type	Austral	Liverpool LGA	NSW
Domestic assault	547.2	405.2	366.4
Non-domestic assault	160.9	348.2	413.7
Break and enter – dwelling	193.1	374.6	357.9
Break and enter – non-dwelling	160.9	105.5	136.5
Fraud	289.7	790.6	652.3
Liquor offences	Not calculated	64.1	142.6
Malicious damage to property	547.2	657.3	788.7
Motor vehicle theft	160.9	192.2	170.2
Steal from dwelling	160.9	205.0	252.2
Steal from motor vehicle	160.9	576.7	504.4
Steal from person	0.0	50.9	58.8
Steal from retail store	64.4	366.6	316.0

Source: BOSCAR

## CRIME TRENDS

BOSCAR compiles crime data to present relevant crime trends within an area over a specific period of time. Data on crime trends is not available at the suburb level, so data on Liverpool LGA was utilised in this section.

Table 11 presents the two year crime trends from January 2016 to December 2017 for key crime trends in the Liverpool LGA. Overall, Liverpool LGA has seen a stabilisation in crime rates over the last 2 years, with a positive decrease in the rates of motor vehicle theft and steal from dwelling.

Table 11 – January 2016 to December 2017

Crime type	Liverpool LGA	NSW
Domestic assault	Stable	Stable
Non-domestic assault	Stable	Stable
Break and enter – dwelling	Stable	Down
Break and enter – non-dwelling	Stable	Down
Fraud	Stable	Down
Liquor offences	Stable	Stable
Malicious damage to property	Stable	Stable
Motor vehicle theft	Down	Stable
Steal from dwelling	Down	Stable
Steal from motor vehicle	Stable	Stable
Steal from person	Stable	Down
Steal from retail store	Stable	Up

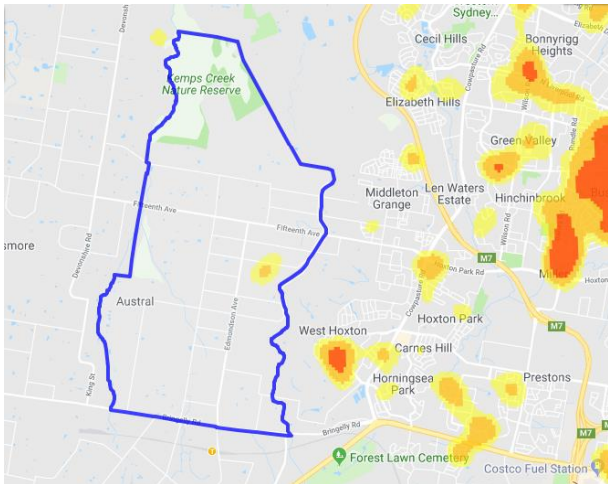
Source: BOSCAR

## CRIME HOTSPOT MAPS

BOSCAR publishes ‘hotspot’ maps to illustrate areas of high crime density relative to crime concentrations across NSW.

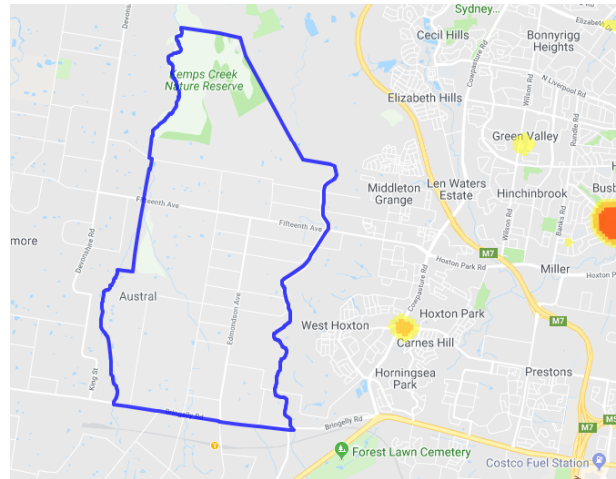
A review of the hotspot maps below indicates Austral has minimal rates of crime and is not located within a crime hotspot. High crime rates are typically concentrated to the east of the suburb, in the larger and more densely population centres of Ashcroft, Cartwright and Green Valley.

Figure 5 – Crimes hotspots, Austral from January 2017 to December 2016



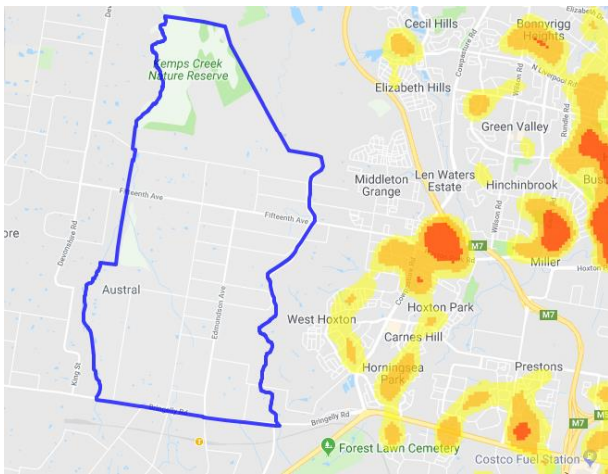
Picture 1 – Incidents of domestic assault

Source: BOSCAR



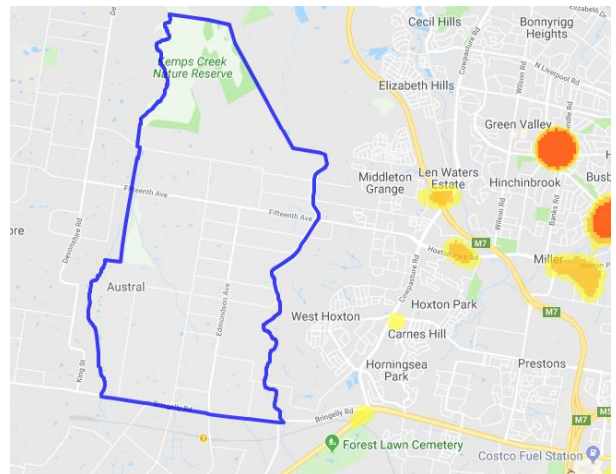
Picture 2 – Incidents of non-domestic assault

Source: BOSCAR



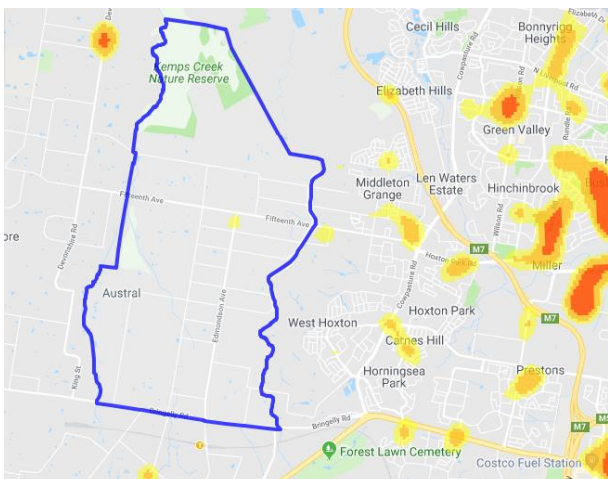
Picture 3 – Incidents of break and enter dwelling

Source: BOSCAR



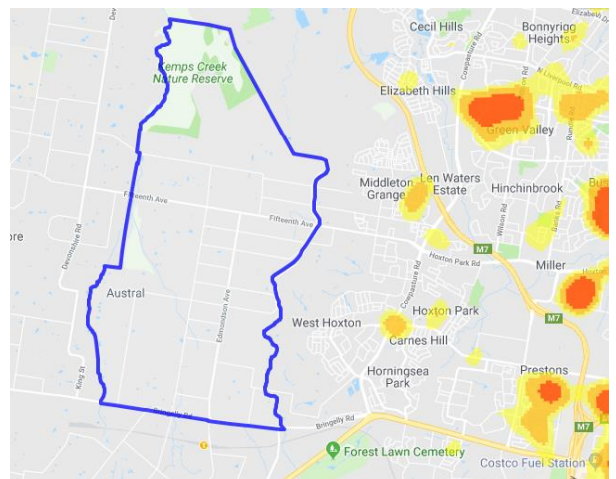
Picture 4 – Incidents of break and enter non-dwelling

Source: BOSCAR



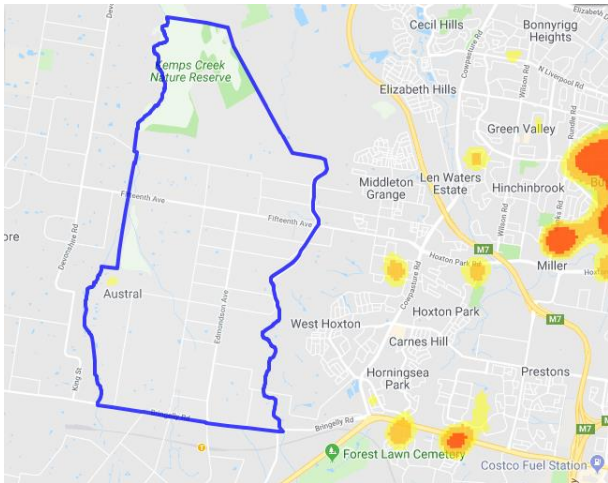
Picture 5 – Incidents of motor vehicle theft

Source: BOSCAR



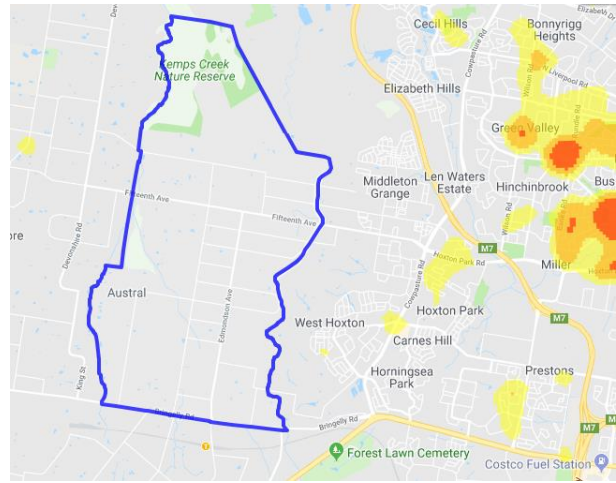
Picture 6 – Incidents of steal from motor vehicle

Source: BOSCAR



Picture 7 – Incidents of steal from dwelling

Source: BOSCAR



Picture 8 – Incidents of malicious damage to property

Source: BOSCAR



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